

Athersley North Primary School

EYFS & Key Stage 1 Writing Progression



‘When you’re teaching children to write, you’re teaching them to think.

Writing is the window through which all thinking starts.’

At Athersley North Primary School, we aim to provide a high quality Writing curriculum which will allow pupils to speak, read and write fluently so they are ready for the next phase of their education by the time they leave primary school.

Our curriculum reflects the context of our school and coincides with our school vision. We start with relentlessly high expectations to ensure pupils are closing the gap, improving and becoming successful, resilient writers. Throughout the pupil's journey in primary school, we provide them with a range of opportunities to learn and apply writing skills across the curriculum.

Our school's curriculum plan ensures all pupils access a high quality text as a driver for the writing. We then use a cycle of gather, grammar and go to teach and embed different writing skills through a unit. This cycle focuses on the features of a text, the grammar behind a text, the vocabulary that underpins the writing process as well as emphasising the importance of presentation through high expectation of handwriting and spelling so pupils are able to take responsibility for their own work. Our writing units focus around audience and purpose so pupils are able to reason and explain why they are writing in this way.

By the time pupils leave Athersley North Primary School, we aim to ensure they are proficient, independent writers.

EYFS & Key Stage 1 Writing Curriculum

Coverage

EYFS F1					
<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>	
<p>Brave Bear Sean Taylor</p> <p>Elmer David McKee</p> <p>Super Tato Sue Hendra</p> <p>Giraffes can't dance Giles Andreae</p> <p>Handas Surprise Eileen Browne</p> <p>Meg and Mog Helen Nicoll</p> <p><i>Poetry read aloud:</i> All Join in Quentin Blake</p>	<p>Owl Babies Martin Waddell</p> <p>We're going on a Bear Hunt Michael Rosen</p> <p>Goldilocks and the Three Bears Mara Alperin</p> <p>The Three Little Pigs Mara Alperin</p> <p>Kippers Christmas Eve Mick Inkpen</p> <p>Nativity</p> <p>Dear Santa Rod Campbell</p>	<p>The Teeny Weeny Tadpole Sheriden Cain</p> <p>Dear Zoo Rod Campbell</p> <p>A dot in the snow Fiona Woodcock</p> <p>Roaming in the rainforest Laurie Krebs</p> <p>What the Ladybird Heard Julia Donaldson</p> <p>The Lion Inside Rachel bright</p> <p>From egg to chick/on the farm Camilla De La Bedoyere</p> <p>Mr Wolf's Pancakes Jan Fearnley</p>	<p>Jaspers Beanstalk Nick Butterworth</p> <p>The Very Hungry Caterpillar Eric Carle</p> <p>Meg and Mog go to the Moon Helen Nocoll</p> <p>Recycling Fun Peppa Pig Neville Astley</p> <p><i>Poetry read aloud:</i> Zim Zam Zoom James Carter</p>	<p>Journey Home from Grandpas Joanna Lumley</p> <p>I want to be an astronaut Becky Merritt</p> <p>The Everywhere Bear Julia Donaldson</p> <p>The Naughty Bus Jan Oke</p> <p>Duck in Truck Martin Waddell</p>	<p>Commotion in the Ocean Giles Andreae</p> <p>Rainbow Fish Marcus Pfister</p> <p>Shark in the Park Nick Sherrat</p> <p>Peppa at the beach Neville Astley</p> <p>What the Ladybird Heard at the Seaside Julia Donaldson</p> <p>The whales tail – online story</p>
<p>Making marks (Pictures and random scribbles) Listening to and enjoying stories Fine and gross motor skills</p>		<p>Making marks – being able to talk about mark making (pictures, random scribbles, scribble writing) Listening to and enjoying stories Fine and gross motor skills</p>		<p>Making marks – being able to talk about mark making (scribble writing, symbols that represent letters, random letters) Listening to and enjoying stories Fine and gross motor skills</p>	

EYFS F2

Autumn Term		Spring Term		Summer Term	
<p>Handas Surprise Eileen Browne</p> <p>Pattan's Pumpkin Chitra Soundar</p> <p>Elmer David McKee</p> <p>Super Tato Sue Hendra</p> <p>Giraffes can't dance Giles Andreae</p> <p>Handas Surprise Eileen Browne</p>	<p>Owl Babies Martin Waddell</p> <p>We're going on a Bear Hunt Michael Rosen</p> <p>Goldilocks and the Three Bears Mara Alperin</p> <p>The Three Little Pigs Mara Alperin</p> <p>Kippers Christmas Eve Mick Inkpen</p> <p>Nativity</p> <p>Stickman Julia Donaldson</p>	<p>Tad Benji Davies</p> <p>Squash and Squeeze Julia Donaldson</p> <p>Lost and Found Oliver Jeffers</p> <p>The Lion Inside Rachel bright</p> <p>Roaming in the rainforest Laurie Krebs</p> <p>What the Ladybird Heard Julia Donaldson</p> <p>The Runaway Wok Ying Chang</p>	<p>What the ladybird heard Julia Donaldson</p> <p>The Very Hungry Caterpillar Eric Carle</p> <p>Whatever Next Gill Murphy</p> <p>How to Catch a Star Oliver Jeffers</p> <p>A planet full of plastic Neal Layton</p> <p>Oi frog Kes Gray</p>	<p>The Hundred decker Bus Mike Smith</p> <p>The Way back Home Oliver Jeffers</p> <p>Smegs and Smoods Julia Donaldson</p> <p>The Everywhere Bear Julia Donaldson</p> <p>Duck in a Truck Martin Waddell</p>	<p>Sharing a Shell Julia Donaldson</p> <p>Shark in the Park Nick Sharrat</p> <p>Commotion in the Ocean Giles Andreae</p> <p>Rainbow Fish Marcus Pfister</p> <p>Meet the Oceans Caryl Hart</p> <p>Little Turtle by the Sea Becky Davies</p> <p>What the Ladybird Heard at the Seaside Julia Donaldson</p>
<p>Joining in with repeated stories. Understanding can be read and written left to right. Learn and join in with rhymes. Begin to tell simple stories and act these out. Hold a pencil correctly. Begin to form letters correctly.</p>		<p>Writing simple CVC words. Writing own name. Begin to spot rhymes. To use print in play based activities. Continue to develop pencil grip and letter formation. Join some words to make a simple sentence or noun phrase e.g. big dog. To be able to write each sound in the alphabet.</p>		<p>Retelling well known stories and making up own stories. Sentence writing Spelling – using phonic knowledge to write words independently Joining sentences together to form longer pieces. To write at least 10 digraphs in words.</p>	

Key Stage 1 Year A					
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Funny Bones – Janet and Alan Ahlberg On the way home – Jill Murphy	Into the Forest- Anthony Brown The Jolly Postman- Alan Ahlberg	The Stone Giant Anna Hoglund Jack and the Baked Bean Stalk Colin Stimpson	The Big Book of The Blue Smart About Sharks Owen Davey Lost and Found Oliver Jeffers	I am Rosa Parks –Jim Haskins or Brad Meltzer (2 copies available) I am the seed that grew the tree (poetry)- Fiona Waters	Greta and the Giants – Zoe Tucker and Zoe Persico One World Michael Foreman
<u>Writing to entertain</u>	<u>Writing to inform</u>	<u>Writing to entertain</u>	<u>Writing to Inform</u>	<u>Writing to entertain</u>	<u>Writing to Inform</u>
Description-Character Poetry	Recount Letter	Description- Setting Story	Non Chronological Report Instructions	Poetry Story	Letter Instruction

KS1 Year B					
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Journey – Aaron Becker Mr Gumpy's Motor Car – John Burningham	Town Mouse and Country Mouse – Susanna Davidson Where the Wild things are – Maurice Sendack	Amelia Earheart – Little people Big dreams – Maria Isabel Sanchez Vegara The manfish:A story of Jacques Cousteau – Jennifer Berne	The Lighthouse Keepers lunch –Ronda Armitage Traction Man – Mini Grey	Taking Flight:How the Wright Brothers conquered the skies –Adam Hancer Man on the moon – Simon Bartram	Lila and the secret of the rain – David Conway Merrkat Mail – Emily Gravett
<u>Writing to entertain</u>	<u>Writing to inform</u>	<u>Writing to entertain</u>	<u>Writing to Inform</u>	<u>Writing to entertain</u>	<u>Writing to Inform</u>
Description-Character Poetry	Recount Letter	Description- Setting Story	Non Chronological Report Instructions	Poetry Story	Letter Instruction

Progression in knowledge and skills

EYFS Key:

Age 4-5

Age 3-4

	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>
Tone/purpose	<p>To describe features of traditional stories.</p> <p>To talk about stories and begin to retell some familiar ones.</p> <p>To describe familiar texts with detail and using full sentences.</p> <p>To talk about books which are non-fiction.</p> <p>To know about the beginning middle and end of a story.</p> <p>To begin to use a wide range of vocabulary in the correct context (Talk through topic tier 2 words)</p> <p>To talk about the different characters and what they are doing.</p> <p>To begin to use a wide range of vocabulary in the correct context (Talk through topic tier 1 and some tier 2 words)</p> <p>To be able to talk about the setting, characters and the structure of the story with confidence.</p>	<p>To talk about text types and who might read them.</p> <p>To talk about different text types and what their purpose is.</p> <p>To use a number of simple features of different text types.</p> <p>To make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To begin to engage readers by using adjectives to describe.</p>	<p>To talk about text types and identify the features.</p> <p>To develop positive attitudes towards and stamina for writing.</p> <p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To identify and use ambitious vocabulary in spoken and written form.</p>

Planning writing	<p>Knowing what the taught letters looks like.</p> <p>Knowing that words can be written.</p> <p>To retell a familiar story.</p> <p>To use new vocabulary in story telling</p> <p>To talk about stories and begin to retell some familiar ones</p> <p>To think of and write a short, simple sentence.</p> <p>To be able to mark make and identify their marks.</p> <p>To find and identify familiar letters, e.g. letters in their names.</p> <p>To begin to attempt writing familiar letters, e.g letters in their name.</p>	<p>To use the correct letter formation when writing.</p> <p>To think carefully about using and applying phonic knowledge to spell tricky words.</p> <p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To choose the vocabulary they will use in writing.</p> <p>To plan writing using a structured format e.g story maps, boxing up or organised mind maps.</p>	<p>To plan what they are going to write about including writing down ideas and/or key words and new vocabulary.</p> <p>To compose a sentence orally, including vocabulary before writing it.</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To use alternative graphemes accurately when writing unfamiliar words.</p> <p>To choose a planning format e.g. story maps, boxing up or organised mind maps.</p>
Drafting	<p>To retell a familiar story</p> <p>To sequence sentences from a story correctly</p> <p>To join in with repetition within stories and rhymes.</p> <p>To know that text is read from left to right and top to bottom in English.</p>	<p>To sequence pictures to form short narratives.</p> <p>To sequence sentences to form short narratives.</p> <p>To spot simple mistakes in writing e.g. missing capital letters, full stops, finger spaces, spellings, HFW.</p> <p>To make changes which improve the accuracy of writing.</p>	<p>To spot simple mistakes in writing e.g. missing capital letters, full stops, finger spaces, spellings, HFW.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense.</p> <p>To re-draft sentences to improve writing.</p> <p>To ensure that verbs to indicate time are used correctly and consistently.</p>
Editing	<p>Checking written work and making any changes where necessary.</p> <p>To check simple spellings and make corrections.</p> <p>To identify CVC words orally and begin to make corrections from what they have heard.</p>	<p>To re-read what they have written to check that it makes sense and independently begin to make changes.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To make simple changes to writing with help from teachers and peers.</p>	<p>To discuss what they have written with the teacher or other pupils and identify areas for improvement.</p> <p>To proofread to check for errors in spelling, grammar and punctuation independently.</p> <p>To check writing carefully and make changes independently.</p>

Performing	<p>To be able to talk about the setting, characters and the structure of the story with confidence.</p> <p>Read aloud a simple sentence.</p> <p>To retell a familiar story.</p> <p>To perform rhymes they know and make up own rhymes.</p> <p>To join in with repetition within stories and rhymes. Develop communication that can be understood by others.</p> <p>To be able to talk about the setting, characters and the structure of the story with confidence.</p>	<p>To retell the example text using the appropriate expression.</p> <p>To recall and perform actions for learning new vocabulary.</p> <p>To talk about the example text and the content with increasing confidence.</p> <p>To read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>To retell the example text using the appropriate expression.</p> <p>To recall and perform actions for learning new vocabulary.</p> <p>To develop sentences using new vocabulary using the correct intonation for the purpose.</p> <p>To talk about the example text and the content with confidence.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p>
Sentence structures	<p>To talk in short sentences that others can understand.</p> <p>To answer how and why questions.</p> <p>To ask questions using how and why.</p> <p>To talk about and write a simple noun phrase e.g. big dog</p> <p>To begin to use capital letters and full stops in a simple sentence.</p> <p>To understand the importance of finger spaces.</p> <p>To talk about the different characters and what they are doing.</p> <p>Develop communication that can be understood by others.</p> <p>To talk in short sentences that others can understand.</p> <p>To use language to organise themselves e.g. 'Let's go on a bus. You sit there...'</p> <p>To be able to answer simple questions with a relevant answer.</p>	<p>To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' .</p> <p>To begin to use coordinating conjunctions such as and, but, or in writing.</p> <p>To form simple compound sentences and noun phrases.</p> <p>To begin using subordination in a sentence starting with because.</p> <p>To use a time conjunction within a sentence.</p>	<p>To select and use punctuation correctly.</p> <p>To write sentences with different forms: statement, question, exclamation, command.</p> <p>To use expanded noun phrases to describe and specify [for example, the blue butterfly].</p> <p>To use coordinating conjunctions such as and, but, or so, for accurately in writing.</p> <p>To begin a sentence with a time conjunction and mark it with a comma correctly.</p>

Cohesion	<p>To connect sentences using the conjunction 'and' in talking and in writing. To know and use some describing words for familiar characters.</p> <p>To begin to use a connective e.g. Once upon a time 'and then'</p> <p>To use language to organise themselves e.g. 'Let's go on a bus. You sit there...'</p>	<p>To select appropriate and adventurous adjectives to describe.</p> <p>To use time conjunctions e.g first, next, then, finally.</p> <p>To begin to use coordinating conjunctions such as and, but, or in writing.</p> <p>To begin using subordination in a sentence starting with because.</p>	<p>To use coordinating conjunctions such as and, but, or so.for accurately in writing.</p> <p>To use subordinating conjunctions such as when, if, that, because.</p> <p>To use time conjunctions e.g. first, next, then, after that finally.</p>
Vocabulary choices	<p>To use the correct names for tools and objects within the environment.</p> <p>To use some new tier 2 vocabulary when speaking linked to a theme.</p> <p>Make predictions about a story using the relevant vocabulary with independence.</p> <p>To use 'and' when speaking in a sentence.</p> <p>Participate in class discussions using new vocabulary</p> <p>To begin to use some topic words when talking around a theme.</p> <p>To begin to use correct names for objects and tools.</p>	<p>To begin to make adventurous word choices based on their first hand experiences of vocabulary within texts and topics.</p> <p>To use the word of the week accurately in writing.</p> <p>Use simple dictionaries to check spellings.</p> <p>Begin to have an awareness of synonyms.</p>	<p>To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</p> <p>To use the word of the week accurately in writing.</p> <p>Use dictionaries and thesauruses to extend and improve their vocabulary choices.</p>
Tense	<p>Use tense correctly when speaking e.g. I am playing outside. I played outside yesterday.</p> <p>To retell stories using the correct tense.</p> <p>To use language to organise themselves e.g. 'Let's go on a bus. You sit there...'</p>	<p>To use past tense correctly.</p> <p>To maintain the correct tense in writing.</p> <p>To begin to understand the difference between first and third person and use the verb accordingly e.g. I was...we were...</p>	<p>To use the present and past tenses correctly and consistently.</p> <p>To use some features of written Standard English.</p> <p>To maintain the correct tense in writing</p>
Punctuation	<p>When retelling stories begin to be aware of the pause at the end of sentence.</p> <p>To begin to recognise the use of a full stop and capital letter.</p> <p>To begin to sit letters on the line</p> <p>When retelling stories begin to be aware of the pause at the end of sentence.</p>	<p>To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>To leave consistent spacing between words.</p> <p>To use a comma to separate adjectives e.g. The big, brown dog.</p>	<p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <p>To use capital letters, full stops, question marks and exclamation marks;</p> <p>To use commas to separate lists.</p> <p>To use apostrophes to mark singular possession and contractions.</p>

<p>Handwriting</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To hold a pencil correctly and comfortably.</p> <p>To know how to form letters correctly finding the correct starting and end position.</p> <p>To sit letters on the line.</p> <p>To choose the best tool to write with.</p> <p>To begin to control ascenders and descenders.</p> <p>To be able to mark make and identify their marks.</p> <p>To begin to use correct letter formation for familiar letters e.g. in their name.</p> <p>To begin to attempt writing familiar letters, e.g letters in their name.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To sit letters on the line.</p> <p>To control ascenders and descenders.</p> <p>To form lower-case letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>Form capital letters correctly.</p> <p>Form digits 0-9 correctly.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>To form lower-case letters of the correct size relative to one another.</p> <p>To start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>To sit letters on the line.</p> <p>To control ascenders and descenders.</p> <p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>To use spacing between words that reflects the size of the letters.</p>
---------------------------	---	--	--

Phonics and Spelling

To hear and say the initial sound in words.

To link sounds to letters, naming and sounding the letters of the alphabet.

Identifying sounds, including phonemes and other digraphs on a sound mat.

To use their phonic knowledge to write words in ways which match their spoken sounds.

To segment the sounds in simple words and blend them together.

To continue a rhyming string.

To check simple spellings and make corrections.

To know that letters are used to make up words.

To know that each letter makes a sound – focussing on sounds in their names.

Make links between pictures and sounds they make.

Listen to and remember pictures and start to remember some early sounds.

To know that letters make sounds.

Begin to spot rhymes in storytelling.

To accurately spell most words containing each of the 40+ phonemes already taught common exception words.

To spell some words in a phonically plausible way even if incorrect.

To begin to spell the days of the week accurately.

To know all letters of the alphabet and the sounds which they most commonly represent.

To recognise consonant digraphs and the sounds which they represent.

To add prefixes and suffixes.

To begin to select the correct alternative grapheme for familiar words.

To use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.

To use the prefix un–

To use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest].

Apply simple spelling rules and guidance, as listed in English Appendix 1.

To write from memory a sentence dictated by the teacher that include words using GPC's, common exception words and punctuation taught so far.

To segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonically plausible attempts at others.

To learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones.

To learn to spell most Y1 and Y2 common exception words correctly.

To learn to spell more words with contracted forms.

To distinguish between homophones and near-homophones.

To add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly.

To apply spelling rules and guidance, as listed in English appendix 1.

To write from memory sentences dictated by the teacher that include words using GPC's, common exception words and punctuation taught so far.

To self-correct misspellings of words that pupils have been taught.

Grammatical terminology	<p>To talk about what happened today, yesterday and tomorrow</p> <p>To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p> <p>To talk about what happened today, yesterday and tomorrow</p> <p>To remember different aspects of a journey e.g. I walked over a bridge to get to school.</p>	<p>To learn the grammar for year 1 in English Appendix 2.</p> <p>To use the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p>To recognise and use the terms noun, verb, noun phrase and adjective.</p> <p>To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p>	<p>To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p> <p>To use and understand the grammatical terminology in English appendix 2 in discussing their writing.</p>
Specific vocabulary taught	<p>To write from memory some simple words dictated by the teacher.</p> <p>To use the new vocabulary learnt in speaking and story telling.</p> <p>Knows how to spell some familiar words.</p> <p>To read the words they have spelt.</p> <p>To use some tier 2 words linked to the theme</p> <p>To say why something happens or how things work</p> <p>To ask questions using how and why.</p> <p>To begin to use a wide range of vocabulary in the correct context (Talk through topic)</p> <p>To speak clearly in order to be understood by someone else.</p> <p>To be able to answer simple questions with a relevant answer.</p>	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>To Spell simple compound words.</p> <p>To read words that they have spelt.</p> <p>To select and use new vocabulary from texts and topics.</p>	<p>To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>To select and use vocabulary from texts and topics.</p> <p>To know how to expand upon new vocabulary using word family knowledge e.g. To know can become knowledgeable, unknowledgeable.</p>